DOCUMENT RESUME

ED 248 226 SP 025 142

AUTHOR Kyei-Anti, Baffour
TITLE Contribution of Teachers' Resource Centres to the Improvement of Primary Education in Ghana. African Studies in Curriculum Development & Evaluation No. 112.
INSTITUTION African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE 83
NOTE 63p.; Legibility is poor.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Elementary Education; Facility Requirements; Foreign Countries; Inservice Teacher Education; *Instructional Materials; Program Evaluation; *Program Improvement; *Resource Allocation; *Resource Centers; *Teacher Centers
IDENTIFIERS *Ghana

ABSTRACT

This study is an evaluation of the functions and activities of two educational resource centers in Ghana. Issues examined and evaluated are: (1) accessibility and availability of the centers' facilities and services; (2) adequacy of the centers' materials and facilities to meet teachers' various needs; (3) relevance of the centers' activities to the needs of the schools they serve; (4) adequacy of the professional training of center personnel; and (5) extent of the centers' influence on teaching and learning in their respective localities. Conclusions include: (1) The centers were extremely under-used; (2) Center services and facilities were unknown to most of the teachers; (3) The centers appeared to have failed to integrate themselves with the school curriculum; (4) Neither ideas nor materials have been adequately disseminated into the school system; (5) Center personnel did not have a clear idea of their tasks; (6) Centers were disorganized and full of uncertainties; and (7) Center personnel did not produce consistent programs of action. Recommendations are made for improvements. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

African Studies
in Curriculum Development & Evaluation

General Editors: Peter Bachsenmeier
Kofi R. Quansah

No. 112.

B. KYEI-ANTI:

CONTRIBUTION OF TEACHERS' RESOURCE CENTRES TO THE IMPROVEMENT OF PRIMARY EDUCATION IN GHANA.

MICROFILMED FROM
BEST AVAILABLE COPY

BEST COPY

This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

BEST COPY

AFRICAN STUDIES

IN CURRICULUM DEVELOPMENT AND EVALUATION

CONTRIBUTION OF TEACHERS' RESOURCE CENTRES

TO THE IMPROVEMENT OF PRIMARY EDUCATION IN

GHANA.

BAFOUR KYEI - ANTI.

BEST COPY

CONTRIBUTION OF TEACHERS' RESOURCE CENTRES TO THE IMPROVEMENT OF PRIMARY EDUCATION IN GHANA.

BY

BAFFOUR KYEI-ANTI

Curriculum Research and Development Division,
Ghana Education Service, Accra, Ghana.

Submitted to the Faculty of Education of the University of Nairobi in Partial Fulfilment of the Requirements of the Post-graduate Diploma in Advance Curriculum Development.

University of Nairobi.
1983.

BEST COPY

To the memory of my "Old Man"

E. N. A. Kyel

Who put principles into practice.

BEST COPY

This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Co-operation (GTZ).

BEST COPY

Questions of education and up-bringing concern all people who are interested in the future of their Children. Teachers' Resource Centre idea has therefore been accepted wholeheartedly by the Ghana Education Service. The Resource Centres have been established to serve as focal points where upgrading and promotion programmes as well as remedial and in-service training courses can be run and innovative ideas introduced to teachers. They should also be able to provide facilities for developing creativity in teachers and opportunities for the production of materials and improvised equipment to aid teaching and learning. An area in which expertise is completely lacking in these centres is the complex of activities between planning of these Audio-Visual materials and their production for use in the classroom. It is however, envisaged that sooner or later solution would be found to the problem of supplying equipment, staff and funds.

The enormous interest in the development of Teachers' Resource or Advisory Centre has therefore come as a source of surprise and satisfaction to me. An even greater satisfaction has been the wish of [illegible] to Volta [illegible] and to concern on the development of Teachers' Resource/Advisory Centre.

RAPHAEL AFFUL-AGYEI

ACKNOWLEDGEMENTS

The encouragement, co-operation, and enthusiasm of many people has led to the completion of this thesis. Thanks to all who have helped. Special thanks to Professor E. Addae Opoku, University of Ghana who was my Legal Supervisor; the Permanent Course Tutor complaining: Dr. [illegible], Mr. Sylvester N. Bleh and Dr. Kofi D. Quarcoh whose doors were open to me day and night in Holland. Thanks also to Mrs. Terry Fayemi, Mrs. Stanley Ojiambo and Francis Ghola.

Finally, I am grateful to Mr. Robert A. Nkumi, Director, Curriculum Research and Mr. Walter Blege, Deputy Director-General whose dynamic writings have been a great inspiration to me.

RAPHAEL AFFUL-AGYEI

BEST COPY

TABLE OF CONTENTS

		Page
CHAPTER I	The Statement of the Problem	
	The Introduction	1
	Background	2
	Primary Education (Primary-Middle Schools)	2
	Up-dating of the Teaching Personnel	5
	The Problem	7
	Purpose of Study	10
CHAPTER II	Review of Related Literature	12
	Resource Centre Movement An Overview	12
	Brief Report on Teachers' Centres, Kenya	15
	Comments from a Centre Warden (Kenya)	16
	The Awraja Pedagogical Centres in Ethopia	16
CHAPTER III	The Procedure of Study	19
1.	Population Size	19
2.	Data Collection	19
i)	Interview	19
ii)	Questionnaires	20
iii)	Observation	21
3.	I. P. I.	21
CHAPTER IV	Results of the Study	23
	Accessibility of Centres to Teachers	25
	Evaluation	26
	Procedure and Steps in the preparation of materials	29
	Inventory	30
	Building Design	30
	Application of I. P. I.	31
CHAPTER V	Summary, Conclusions and Recommendations	32
	Quality of Leadership	38
	APPENDIX I	
	APPENDIX II	
	APPENDIX III	
	APPENDIX IV	
	Circular Letter	
	Bibliography	

BEST COPY

THE CONTRIBUTION OF TEACHERS' RESOURCE CENTRES TO THE IMPROVEMENT OF PRIMARY EDUCATION IN GHANA

CHAPTER I

STATEMENT OF PROBLEM

INTRODUCTION: Teachers, like other skilled professional workers, need essential tools - materials and equipment if they are to function at their best. And learning, itself, can be greatly enhanced by the use of valuable instructional resources that are available through many agencies.

Obviously the quality and quantity of such resources vary greatly according to national, regional and local conditions. Nevertheless the teachers' planning of effective learning activities will be easier less time-consuming and often expanded in scope when he knows and uses the services that are available to him through centralized facilities.

When materials and equipment are at hand, even in moderate supply, it is important to plan thoughtfully for their selection, purchase, distribution, maintenance and housing.

And these functions can best be served in most schools or district education offices in some central areas, such as Audio-Visual centres, Teachers' Resource Centre, etc. Because such a centre unifies all functions relating to materials, it is a logical area around which to organize activities such as library reading, small-group conferences, auditioning tapes and records, construction of graphic material.

.../2..

BEST COPY

The size and space provided will depend on the level of the school, the district of the region; the number of teachers and pupils and the philosophy of use. But whatever its size - large or small, one room or a group of rooms - a good instructional materials centre or resource centre is one which gives services and receives the co-operation and assistance of its clientele.

BACKGROUND: In Ghana the National Audio-Visual Centre, as it was planned in 1963 went beyond its initial function and made provision for a centre that would coordinate this type of service for education, health and welfare and information. The plan was sound and far reaching. There were many opportunities within it for growth and expansion. The building and staffing suggestions were realistic and it appeared that the centre was well on its way. Unfortunately, by 1965 budget difficulties began to have a detrimental effect and staff problems decreased efficiency.

By September, 1967 the staff had been reduced to five and a limited budget had cut down on services.

This occured at a time when primary schools in Ghana should have been receiving needed help through the development and use of audio-visual materials.

1.1 PRIMARY/MIDDLE SCHOOLS:- It may be necessary at this stage to examine the quality of primary education, and what the government is doing to up-date teachers.

..../3..

MICROFILMED FROM
BEST AVAILABLE COPY

The implementation of the New Structure and Content of Education for Ghana began with primary class one in September, 1974. Under the New Structure basic elementary education was planned to consist of six years' primary plus three years' junior secondary. The existing middle schools which are still offering a four-year course are being progressively replaced by the junior secondary schools. Government believes that by the introduction of the junior secondary course, a much larger number of pupils will have a broader, richer, fuller, more purposeful and more meaningful basic education when they entered the junior secondary school by 1980/81 academic year.

1.2 CONTINUATION SCHOOLS UNIT:- One of the measures introduced by the Ministry of Education to make elementary education more relevant to the occupational needs of elementary school leavers was the continuation schools programme. The programme was first introduced in 1968/69 and its aim was to equip pupils who not have the opportunity to enter secondary schools with skills and the attitudes that will make them ready for gainful employment. The kind of course to be persued was to be related to the sort of occupation predominant in the area in which the school is situated. Originally the programme covered only the last two classes (i.e. Forms 3 & 4) but now all the four classes are involved in the programme because it has been felt that pupils should be exposed to such training over a longer period to enable them study the subjects in some depth.

.../4..

MICROFILMED FROM
BEST AVAILABLE COPY

The programme started with 18 pilot schools (i.e. middle schools in each of the 9 regions). The number rose to 443 in 1974; 547 in 1975; 669 in 1976 and over 700 to date.

Table I

YEAR	POPULATION/SCHOOL
1974	443
1975	547
1976	669
TO DATE	700+

No. Schools Opened

1.2.1 COURSES: The original courses are still being followed and a full day a week is devoted to practical activities in each class. 1974 saw the introduction of the following courses: Welding, plumbing, electrical repairs and vulcanizing.

Agriculture continued to be a popular subject and greater emphasis was placed on woodwork and masonry which are very much needed in our rural development programmes. Interest continued to be shown in tailoring, shoemaking, catering, hairdressing while river fishing gradually expanded.

1.2.2 WORKSHOP:- During the long vacation in 1974 Headquarters of the Ghana Education Service organised six workshops each lasting six days for teachers/instructors, farm assistants and organizers. Emphasis was placed on the service training programme to help the staff acquire skills and techniques.

1.2.3 EXTERNAL PARTICIPATION - UNICEF: UNICEF has been assisting the programme since 1970. New tools and equipment were brought in 1974 for tailoring, shoemaking and other leather works, electrical repairs, plumbing and Vulcanizing. UNICEF continues to advance grants for in-service training workshop for teachers and instructors. Grants were received to run courses for Agricultural Science, Handicraft and Home Science teachers as well as farm assistant organizers.

BEST COPY

2.1 CONTENT OF PRIMARY EDUCATION: The course of study in Primary Schools has been so designed that each pupil will be given a broad general education in addition to laying emphasis on vocational subjects. The subjects include:-
Science, Mathematics, Agric/Home Science, Social Studies, English, Ghanaian Languages, Commercial Subjects, Art, Music and Technical Subjects.

2.2 UP-DATING OF TEACHERS: Teacher education in Ghana since the establishment of the first teacher training college in 1848 at Akropong has undergone drastic changes:- For example, 2-Year courses gave way to 4-Year Post Primary and 2-Year Post-Secondary training programmes. Alongside the initial training courses were 2-Year Specialist courses designed for Certificate 'A' teachers.

Teacher education under the Ghana Education Service has undergone changes geared towards diversification of the Curriculum with emphasis on practical skills. To achieve the aim and objectives contained in the 1972 Dzobo Report, the Ghana Education Service drew up a comprehensive programme contained in the Ad Hoc Committee Report where Teacher Education at the pre-University level was to assume new approach.

The New Education Programme which had the aim of training qualified teachers to staff the junior and senior secondary schools started in September, 1975. The 2-Year Post-Secondary Institutions and 3-Year Diploma-awarding colleges. Out of the 42 (forty-two) 4-Year Post-Primary Colleges, only 11 (eleven) were retained to train teachers for the Nursery, Kindergarten and Primary Education.

.../6..

MICROFILMED FROM
BEST AVAILABLE COPY

2.3 COURSES:- The New Programme for the training of teachers comprises:-

a) 4-YEAR POST MIDDLE/JUNIOR SECONDARY SCHOOL TRAINING COLLEGES:-

The 4-Year Training Programme did not undergo any drastic changes. Eleven of these colleges were retained, at least one in each region, to train teachers in kindergarten, lower and upper primary methods. These colleges still maintain the normal course of study.

b) 3-YEAR POST-SECONDARY TRAINING COLLEGES:-

Twenty-four out of the existing training colleges were converted into 3-Year Post Secondary institutions. These offered admission to students possessing the School Certificate or General Certificate of Education ("OL":- Ordinary Level) for training to handle the Junior Secondary Schools.

c) 3-YEAR ADVANCE TEACHER TRAINING COLLEGES FOR DIPLOMA STUDIES:-

These colleges have been set up to offer admission to students with the General Certificate of Education (G.C.E.) Advanced Level "A" level) Certificate in two or more subjects. The colleges are to produce teachers for Senior Secondary Schools and the Post-Secondary Training Colleges to supplement the number of graduate teachers from the Universities.

3.1 IN-SERVICE TRAINING UNIT:- This Unit is charged with the responsibility of organising training courses locally and abroad for all categories of teaching personnel in the service. The function also involves evaluation, financing and co-ordination of courses and workshops. It liaises with other bodies, e.g. Teacher's Subject Association of Ghana, National Association of Teachers, the Ghana Library Board and the Universities, for in-service courses.

.../7..

MICROFILMED FROM
BEST AVAILABLE COPY

MICROFILMED FROM
BEST AVAILABLE COPY

The period under review saw a significant expansion in the in-service training activities. This led to the establishment of In-service Units at each regional centre with a Senior Superintendent as the Coordinator.

Since the training of teachers in activity method is conceived as one of the ways of improving quality of education in the primary schools, it is reasonable to expect that efforts should be made to re-organise the National Audio Visual Centre programmes.

PROBLEM:- Education is generally accepted as one of the key factors in the Social-economic transformation of society. Conversely the educational system is in turn influenced by the Socio-economic and political demands of any Society. This cannot be an exception in Ghana.

With gradual development in the country came a widespread disenchantment with the colonial structure of education. Educational reform hence became a matter of necessity.[1] In the light of the foregoing, and as a result of the recognition by the then National Redemption Council of the need for a corps of professionally competent, dedicated and highly motivated teaching personnel in the new educational system, the Ministry of Education in collaboration with all relevent bodies concerned with pre-University education, put forward proposal for educational reform in 1973/74.[2]

Cognanigant of the fact that many teachers are professionally unqualified and that new curriculum implementation needed supportive facilities, the Ghana Education Service initiated the setting up of

---

1. Report of the Ghana Education Service For the Period 1974/1977, published in 1979.
2. The New Structure and Content of Education (1974)
3. Inspection Report, (1980/81) on TRC activities

..../8.. Teachers'

Teachers' Resource Centres by directing that "there shall be at least one such centre in every educational district. It shall enable teachers to meet from time to time on educational matters, design and improvise their own materials for their classrooms, and help with the research projects."[2] Therefore, 70 Teachers' Resource Centres (TRC), arising out of this, had been set up throughout the country between 1974 and 1980.

This also means that no formative or ongoing evaluation was made during the implementation stage.

Similarly, no indepth summative evaluation of the work of the centres has been done, although the Curriculum Research and Development Division conducts annual inspection which covers only about 25% of the centres. One such inspection tour carried out in 1980/81 covered 18 centres.[3] And from the reports, it remains unclear to what extent the centres are fulfilling and adhering to their objectives. For example, of the 20 training programmes carried in 18 centres in 1980/81, 13 were organised for educational personnel while the remaining 7 were organised for various members of the community.

Similarly, of the 17 research activities undertaken by all the centres, only 6 dealt with either the curriculum or instruction related fields. While the remaining 11 research activities were of general nature and did not have immediate or direct educational or instructional relevance.

The same reports make mention of the production of various instructional materials particularly, teaching aids from local raw materials due to lack of foreign exchange for more suitable equipment to be ordered from abroad.

MICROFILMED FROM
BEST AVAILABLE COPY

..../9..

But from the reports it is not clear whether such local materials have been disseminated to the school system or whether they are only specimens available in the centres.

The reports also do not show how the materials have been developed. In other words it is not known whether careful consideration of their suitability, educability and other important characteristics has been taken, or whether they have been simply produced without being tested or experimented on certain schools.

One would also like to know the relevance of the areas of the research the centres claim to be involved. The reports reveal the following:-

Some of the centres engage themselves in the preparation of several house items like "tapoli", "Sonooe", trays, doormats, etc. and call this activity researching; while others attempt researching on the feasibility of making soap from the husks of cocoa pod or plantain. On the other hand, there are those that strictly gear their activities to areas of educational interest. By and large, the research areas of the centres range from researching on the production techniques of items of various nature to the collection of basic data about their respective districts.

From such a brief background on the activities of the centres, one is tempted to ask several questions. Some of the most pertinent ones are:-

i) Are the centres achieving their objective?

..../10..

MICROFILMED FROM
BEST AVAILABLE COPY

ii) To what extent are the centres intergrated with curriculum?

iii) Are the objectives prescribed for them commensurate with the professional organization and technical competencies of their personnel?

iv) How consistent are their day-to-day activities with their objectives?

v) What problems do the centres face as resource centres of professional responsibilities in educational media services.

PURPOSE OF STUDY:-

This study is an evaluation of the functions and activities of two resource centres in the Eastern Region viz. Koforidua and Oda Districts in Ghana. Although the findings from this study may not necessarily be generalizable, it is hoped that it will point out some of the current and common misapprehensions about the objectives, use and abuses of the centres and thereby partly furnish a basis for authorities to determine the future status and functions of the centres which must be validated by further studies.

The questions that have been raised before must be answered in order to justify the existence and further expansion of the resource centres in Ghana in general and in particular those at Koforidua and Oda.

The author believes there is a need for constant evaluation of progress and operational procedures if authorities at both Ghana Education Service Headquarters and District level have to make decisions as to exact direction and detailed content of the work of the centres.

..../11....

MICROFILMED FROM
BEST AVAILABLE COPY

At present there is lack of empirical evidence to enable concerned authorities to take corrective measures. However, this study does not claim to fill the existing gap. Nor is it a break through. It rather attempts to contribute in answering some of the questions that have been raised by examining and evaluating the following issues:-

i) Accessibility and availability of the centres' facilities and services to teachers ,

ii) Adequacy of the materials and facilities of the centres to meet the various needs of teachers;

iii) Relevance of centres' activities to the need of the schools they serve.

iv) Adequacy of the professional training of centre personnel; and

v) Extent of the influence of the centres on teaching and learning in their respective localities.

MICROFILMED FROM
BEST AVAILABLE COPY

CHAPTER II

REVIEW OF RELATED LITERATURE

1. THE RESOURCE CENTRE MOVEMENT: AN OVERVIEW.

It may not be necessary to tell exactly when and where the first resource centre in the world was established. Suffice to say that for years schools the world over (of course only the fortunate ones) have had libraries with collections of mostly print-type materials supplementing the text-books which have traditionally structured the curriculum.

Libraries were mainly organized for textbook and magazine reference with little audio-visual media or other forms of non-verbal resource material.[1]

As time went by and as new approaches to learning emerged, the use of multi-media in instruction became important components. The use of more than one text, the addition of enrichment material for greater depth and breadth and the recognition of the need of a variety of materials to meet the wide range of needs of teachers and pupils became educational innovations. In fact, as Mackenzie and associates state "The use of any resource other than the chalk, talk and book is regarded as something special if not a novelty."[2]

The resource centre as we understand it to-day is an out growth of the library in which all types of communication media are available in addition to books, it provides learning materials that the traditional textbook can no longer meet. The materials include in addition to its book stocks, films and filmstrips, slides, tapes, recordings, maps, globes, charts, transparencies, models, prints, illustration, cassettes and other soft-ware and variety of audio-visual apparatus.

.../13..

MICROFILMED FROM BEST AVAILABLE COPY

As new learning approaches such as individualized and self-directed learning became important innovations of this century, single-medium instructional systems were replaced by multi-media instructional systems as effective means of providing learning opportunities. Such opportunities are being offered by resource centres.[3] To-day therefore, there is an increasing identification of resource centres with the total educational programme as creative solutions to educational problems. There has also been an increasing emphasis to their important supportive role in the improvement of teacher education particularly in countries where the number of unqualified teachers is very high. The word resource centre is a general term that could be taken to mean self-instruction centre, and Instructional Materials Centre. However, all resource centres are places where a variety of resources ranging from a simple written material to computers are available depending on the development of the educational technology of the country. The use of resource centres may vary from self-directed learning to learning under guidance and from individual learning to group learning. On the other hand, resources centres may be set up primarily to meet the professional and instructional needs of teachers. They can also be used as centres where individuals learn on their own.

In this study the word resources centre refers to centres that have been set mainly for teachers' use. Such centres are known by different names. They are known as Teachers' Centres in Great Britain, they call them Teacher Advisory Centres in Kenya; in Ghana it is referred to as Teachers' Resource Center, and in Ethiopia, they are popularly known as Awaraja Pedagogical Centres.

MICROFILMED FROM
BEST AVAILABLE COPY

.../14..

REPRODUCED FROM BEST AVAILABLE COPY

In addition to the difference in nomenclature, they are also administered differently. In Great Britain where it is believed they originated, they are "Of the Teachers, (run) By the Teachers, For the Teachers,"4 Teachers play a leading role in the decision making processes and are both providers and consumers of education.

In countries like Ethiopia and Ghana where education is a state responsibility although community and teachers' involvement is highly encouraged, the running and overall administration of the centres also falls within the state responsibility. The same would be said in Kenya.

However, the basic philosophy of such resource centres remains the same, --- support for teachers in their school work.

First and foremost resource centres are used to in-service teachers for the purpose of giving professional training to those unqualified teachers, keeping up-to-date those already in the profession with new developments in educational theory and practice; and inducing fresh graduates to the profession.

Secondly, resource centres provide library and reprographic services and lend multi-media instructional materials and equipment to teachers.

Thirdly, they act as curriculum development and dissemination and feedback centres. They can be used as venues where teachers and other educational authorities can meet and design local curriculum based on the national curriculum.

In addition, they can function as distributing centres for national and regional curriculum and as information collecting centres from teachers and the community.

1. Joseph D. Naval, Facilities for Secondary School Science Teaching, Washington: 1972, p.116
2. Mackenzie and et. al, Teaching and Learning: An Introduction To New Methods and Resources In Higher

REPRODUCED FROM BEST AVAILABLE COPY

Lastly, they can be used as venues not only for teachers but also for the community at large.

In other words they can be viewed as community education centres coordinating educational activities.

1.2. THE FOLLOWING IS A BRIEF REPORT ON TEACHERS' CENTRE, KENYA.

Hugh Hawes[4] in his book, Curriculum and Reality in Primary Schools, says "In Kenya, centres like Siriba and Machakos provide useful services more than enough to justify investment in them. They run courses, workshops and discussion forums in the centre itself as in the schools; they organize the production of pamphlets in local history and geography, they have established collections and photographs of local artefacts and display photo-types of locally produced aids and materials.

They offer a library service for teachers and workshop services for the making of aids. The centre staff is at hand to offer advice to teachers.

Kenya faces difficulties, not with these, but with other centres (and I suspect they are in the majority) when the enthusiasm is not present where coordination is lacking and where consequently, the services are not provided.

The Director of Kenya Institute of Education (KIE) sees this problem as of coordination and training."

1.2.1. COMMENTS FROM A CENTRE WARDEN (KENYA 1975)[5]

These short extracts are from the Annual Report of the centre tutor, a seconded primary teacher. They do not do justice to his centre's activities but they do give us an insight into the enthusiasm of its organiser and the potentialities of his centre.

3. Carolyn I. Whitenack, "The Instructional Materials Centre: A changing concept," Learning Resources Centres: Selected Readings, eds. Meville P. Pearson and Lucius A. Butler. Minneapolis. Burgess Publishing Company, 1973 pp. 12-16.
4. Hugh Hawes Curriculum and Reality in Primary Schools (page 130)
5. Hugh Hawes Curriculum and Reality in Primary Schools (page 129)

DISSEMINATED FROM
BEST AVAILABLE COPY

1.2.1.2. ".....1,225 teachers were in-serviced on various courses especially on the changed syllabuses. Among these are the sub-centre staff who were in-serviced on the content and scope of the changes syllabuses. They in turn in-serviced the teachers in their respective divisions guided by their Assistant Education Officers.

Hence an estimated number of about 4,500 were inserviced in the other divisions excluding central. Division which is near the Teachers' Advisory Centre (TAC). Therefore, an estimated number of about 5,726 teachers were inserviced on changed syllabuses and other subjects in Machakos District."

1.2.1.2. ".....While the teachers visited the T.A.C. to draw/make teaching aids, other teachers visited the T.A.C. seeking professional help. Most of the teachers needed professional advise on how to implement the changed syllabuses. I enlightened the teachers who need advice and they were very grateful."

1.3. THE AWRAJA PEDAGOGICAL CENTRES* IN ETHIOPIA:-

Awraja Pelagogical Centres are to engage in four broad areas of activities. They are:-

1. Co-ordination
2. Research and Planning
3. Preparation of Instructional Materials; and, 4. Training Educational Personnel.

1.3.1. CO-ORDINATION:- According to the directives issued by the Supervision and Evaluation Division of the Ministry of Education, one important area where A.P.Cs can contribute to the improvement of education is by co-ordinating the activities of the various local organisations, professional associations, educational authorities and the community at large.

*Haile Gaber (1980) Awraja Pedagogical Centres in Ethiopia. Their contribution to the improvement of Education.

A greater degree of responsibility is placed upon them to mobilize local resources - both human and material for the development and improvement of education. They are expected to bring together the efforts of:- teachers, school directors and administrators, popular mass organizations (Youth and women's organisations, Urban dwellers and Peasants' Associations, trade unions, co-operative societies of local artisans, professional associations), ministries, development agencies and research and training institutions.

1.3.2. RESEARCH:- "The specific activities the centres undertake under this area pertain to curriculum and developmental problems. In line with the new curriculum approach of decentralization, the centres are to study possible ways of adopting the national curriculum to local conditions so as to relate education to the needs of the community. The centres are also to gather data, opinions, problems and recommendations from teachers and the community. Such data will be used for purposes of evaluation of the local as well as the national curriculum.

Particular responsibility is given to APCs to research on the language, history and culture of their respective localities....."

'..... Another research objectives of A.P.C is to study the culture, health and nutritional conditions, parental attitudes towards education, work load before and after school hours and study habits and methods of children in their respective localities as factors affecting the reaching learning process. The results of such study will be used to create better learning opportunities for children.

..../18..

MICROFILMED FROM
BEST AVAILABLE COPY

Moreover the centres are to engage in researching on ways and means of improving traditional crafttools. As centres of innovation and agents of change, APCs are expected to encourage and work local artizans in the improvement of design and quality of tools and products respectively....."

MATERIALS:- The preparation of instructional materials comprises one of the most important activities of the centres. They are expected to produce proto types of instructional materials from which teachers can develop their own materials.

1.3.4 TRAINING EDUCATIONAL PERSONNEL:-

The training of school personnel including teachers, school directors and administrators is one of the main activities of the centres. The training is aimed at improving the professional and academic competencies and skills of teachers. APCs are also expected to give training to members of school committees, community leaders and local craftmen.

With these objectives and functions in mind, the Ministry of Education initiated the setting up of one pedagogical centre in every Awraja in 1977."

MICROFILMED FROM
BEST AVAILABLE COPY

CHAPTER III

THE PROCEDURE OF STUDY

The outcome of this study may be affected by the procedure followed the amount and relevance of information that was collected and the instruments which were used to acquire the information. It is therefore, in order that this must be explained in detail:-

a) Population Size
b) The various techniques and instruments used in collecting data and;
c) The application of the Individually Prescribed Instruction (I.P.I.) model for evaluating attainment of programme objectives of the centres.

POPULATION SIZE:- In view of the recent political developments in Ghana, time and financial constraints did not make it possible for the study to be made on all the 70 centres in the country. The study was therefore limited to two Teachers' Resource Centres (TRC) in the Eastern Region, (i.e. Akim Oda and Koforidua). Obviously proximity was the main delineating factor.

In educatio al administrative practices, Koforidua and Akim Oda districts are administered by one Regional Director of Education.

DATA COLLECTION:- Three types of instruments of data collection were used. These were interviews, questionnaires and observation.

i) INTERVIEW:- Face-to-face interviews were held by the Writer with about two groups of people:-

The first group consisted of the Curriculum Research, and Development Division Staff who were originally involved in the conceptualization of the programme and setting up of the centres, while the second group of people were the centre personnel.

MICROFILMED FROM
BEST AVAILABLE COPY

.../20..

Most of the questions were open-ended and were read, personally to the respondents and were recorded by the Writer.

i.2 The interview with the staff of the Curriculum Research and Development Division consisted of a series of questions relating to the origin and development of the T.R.C, and the selection and training of their personnel.

1.3 The interview with centre personnel was centred around two main areas:- i) The procedure followed in the preparation of instructional materials. ii) General problems which the centre personnel consider as serious obstacles in fulfilling the objectives and functions of the centre.

ii.I QUESTIONNAIRES:- Two different sets of questionnaires were prepared and personally administered to to centre personnel and teachers seperately.

The centre personnel consisted of one warden and one senior technicial from each centre. The teachers were randomly selected from the first cycle and few from the second cycle institutions in the two towns - Koforidua and Akim Oda.

ii.2 The questionnaires administered to centre wardens dealt with two aspects:-

a) the accessibility of the centres and their services and facilities to teachers and;

b) the objectives and functions of the centres.

ii.3 The questionnaire administered to teachers contained three sections of closed-type of questions.

ii.3(a) The first section dealt with the use of the centres by teachers.

ii.3(b) This section of the questionnaire attempted to find out how satisfactorily were centre materials selected in relation to the curriculum and professional needs of teachers.

.../21..

MICROFILMED FROM
BEST AVAILABLE COPY

ii.3 (c) The last section of the questionnaire was proposed to deal with the adequacy of the professional qualification of the centre warden and his assistant and the effectiveness of centre personnel in performing their duties.

iii. OBSERVATION:- Two types of field observation techniques were applied. The first was used to gather data and the second was also used cross-validate responses from interview and information from other sources.

Generalization has therefore been made to cover all the centres in the country.

c) THE APPLICATION OF THE INDIVIDUAL PRESCRIBED INSTRUCTIONAL MODEL - (IPI).

The IPI model, was used to help centre personnel give their maximum effort to the evaluation of their own work. The plan or model shown below has four main dimensions:- They are:-

I.P.I. MODEL

	PLAN	OPERATION	ASSESSMENT
1. Goals Dimension			
2. Plan Dimension			
3. Operation Dimension			
4. Assessment Dimension			

TABLE II.

The information gathered have been tabulated, analysed and represented graphically.

An information letter was sent to all the headteachers and centre wardens to give this project their fullest support.

PICTURE FILMED FROM BEST AVAILABLE COPY

BEST AVAILABLE COPY

CHAPTER IV

RESULTS OF THE STUDY

While it is not the intention to summarize here what has been said about the procedure of the study, it seems relevant to point out some of the general features. As a general background to this chapter it may be helpful to briefly review the type of information collected and the processing of these information so that the reader may be well familiarized with the study.

As explained in chapter III, three types of instruments of data collection were used. These were interviews, questionnaires and observation, it was also stated that two groups of people were used as sources of information. These were teachers and centre personnel including staff members of the Curriculum Research and Development Division.

The information collected from teachers dealt with teachers access to the centres' facilities and services, teachers evaluation of centres' materials and centre personnel, while the information gathered from centre personnel was about work in the centres. Specific information was gathered on the time the centres remain open, the procedures followed in the development and preparation of materials and the opinion of centre personnel on the objectives of the centres. Other kinds of information gathered included information about the dissemination of centre materials into the schools system, and information about the type of materials produced in the centres.

MICROFILMED FROM
BEST AVAILABLE COPY

The processing of the data was as follows:-
The data were divided into two categories - those that could be turned into figures so as to count and add up and those that could be compiled into written statements. To the first category belong responses from the questionnaires admnistered to teachers. A distribution table was prepared for each of the three sections of the questionnaire. Since numerical values and symbols were assigned to each of the questions, a simple frequency distribution table of the answers of the entire sample was prepared and each response entered. After all the responses were entered, under the appropriate column, they were added and the order of answers indicating the importance they have for the respondent was established.

To illustrate with the following example, the first section of the questionnaire as administered to teachers from the Koforidua District dealt with reasons why teachers go or do not go to the District's Centre.

There were 20 respondents, only 3 of them responded that they had been to the centre on their own. They were asked to choose the reason or reasons for their going there from any of the 5 items.

To discriminate between the items they were asked to put tripple (✓✓✓), double (✓✓) and single (✓) marks, if they disagreed with any of the reasons they were asked to mark ti X. If a respondent puts ✓✓✓, ✓✓, ✓ and X marks against a statement it meant that he completely agrees, partly agrees and disagrees with that statement respectively. The frequency distribution table in the example looks like the table below.

MICROFILMED FROM
BEST AVAILABLE COPY

..../24..

TABLE II

Frequency distribution of answers of teachers from Koforidua District to Questionnaire Section1, Question 1.

RESPONDENT	MULTIPLE CHOICE ITEMS				
	a	b	c	d	e
1	✓✓✓				
2	✓✓✓	✓✓	✓	✓✓	✓
3				✓	
4	✓✓	✓	X	✓✓	✓
5	✓✓✓	✓	✓	✓✓	✓
6					✓

Note that items a, d and e were chosen by 4 of the respondents as reasons for going to the Centre although item(a) would be the most important reason because three respondents completely agreed on it as indicated by the tripple tick (✓✓✓) marks. Note also that only one person disagreed with only one of the items.

Technically speaking responses from questionnaire administered to centre personnel should have been treated similarly. But since the respondents were only four people it was easier to summarize their responses without the use of frequency distribution tabulated.

Having explained the quantification of the questionnaire data, it is fitting to briefly mention how the free response data were processed. These cate gory of data consisted of interview - collected information from centre personnel and teachers.

..../25..

MICROFILMED FROM
BEST AVAILABLE COPY

Since the questions were open-ended, responses were varied and complex. Because of this the responses were not tabulated to turn them into quantitative form. Instead careful generalization and exhaustive inclusion of the responses was done. Vivid expression, words and phrases spoken by respondents were recorded verbatim. Then the responses were grouped into bread similar categories. In this way it was possible to summarize and generalize the opinions of the respondents. In describing the types of information gathered and the processing of the data, it will have become clear that they are to a considerable extent interlocked and related to the kind of instrument used in data collection. Similary the findings of the study could be related to the particular instrument used. However, before going into the findings, it must be mentioned that the response rate to all the interviews and questionnaires was very high. This was so because first, as the size of the population was quite manageable the task of administering the interviews and questionnaires was personally carried out by the writer, and second since the respondents understood the objectives of the study, their co-operation was very much forthcoming.

MICROFILMED FROM
BEST AVAILABLE COPY

..../26..

Of these teachers, when the centres were visited, over 60% said: the preparation of instructional materials and teaching aids, seeking professional growth and making references or reading related to instructional objectives were given as partial reasons only by 20% of the teachers. On the other hand of those who didn't visit the centres, 70% said that they do not know much about the services of and facilities offered by the centres. Distance and inadequacy of the professional and academic competencies of centre personnel were given as partial reasons by 15% of the respondents.

TEACHERS' EVALUATION OF CENTRES' MATERIALS AND FACILITIES:-

Although 20% of those teachers who have been to the centres were unable to evaluate the materials and equipment at the centres, the evaluation of the remaining 80% was as follows: The adequacy of the availability of a variety of materials of the respondents and "Good" by the remaining 30%. Taking the items of the questionnaire independently the adequacy of the availability of audio-visual, audio, visual and projecting equipment was rated as "Extremely Poor or Nil" almost by all the respondents, while the adequacy of the availability of other teaching aids such as charts maps, models and illustrations was rated "Good" by 58% of the respondents. Almost 90% of the respondents rated the relevance of the contents of materials available in the centres "Very Good". There was, however, no significant differences in the evaluation of the materials among teachers from the two district centres, although teachers from the Koforidua district seem to rate their centre materials relatively higher than teachers from the Oda district.

..../27...

MICROFILMED FROM
BEST AVAILABLE COPY

TEACHERS' EVALUATION OF CENTRE PERSONNEL:-

The average rating of centre personnel by all respondents was "Good." However, when each item of the questionnaire was treated separately, almost all the respondents rated four activities and qualities of centre personnel "Fair". The fair activities and qualities were:- encouraging teachers to make use of the centres' facilities, providing information about the centres and keeping accurate and up-to-date records about centres facilities.maintaining effective relationship with teachers and carrying on an effective programme of activities and being available for consultation and coordinating services with other centres, agencies and other sources. On the other hand, the professional and academic competencies of centre personnel, job liking and performance were rated "Good" by all the respondents but school visit by centre personnel was rated as "Extremely Poor or Nil" by all the teachers. Almost all the teachers used in the study said that they have never been visited by anyone of the centre personnel.

EVALUATION OF CENTRE PERSONNEL ON THE ACCESSIBILITY OF CENTRES AND THEIR SERVICES AND FACILITIES TO TEACHERS:-

Consistent with the author's observation all the personnel in both centres said that their respective centres remain open only during office hours, the implication being that teachers cannot use centre facilities before or/and after the beginning of the end of the daily school programme and Saturday afternoons. Although the author did not come across even a single teacher who had borrowed materials from any of the centres, all respondents from both centres said that centre materials are available for teachers on loan system and that teachers can use centre facilities for producing their own materials.

MICROFILMED FROM
BEST AVAILABLE COPY

..../28..

All centre personnel also said that they spend only 60-70 per cent of their average working day in their respective centres. In continuity with the teachers' evaluation on school visit by centre personnel, all the centre personnel described their visit to the schools in their respective areas as "Very Unsatisfactory." No attempts has been made to visit schools and explain to teachers about the services and facilities available in the centres or discuss with teachers' problems and issues related to instruction.

HOW CLEARLY DO CENTRE PERSONNEL UNDERSTAND THE OBJECTIVES AND FUNCTIONS OF (T.R.C.) TEACHERS' RESOURCE CENTRES:-

Generally speaking all centre personnel seemed to understand the objectives and functions of the centres. All of the respondents at least reproduced the major objectives and main areas of function of the TRCs as envisaged in the official documents. Although they were quickly, instructed to list down objectives and functions on the basis of priority educational and instructional personnel and activities were not given first priority. For example, in listing down the activities coordinated by the centres, at least 52% of the respondents regarded coordinating the activities of co-curricular of various organizations (i.e. subject organizers) and government agencies like Workers'/People's Defence Committees (W.P.Cs/P.D.Cs) or Cross National Association of Teachers (CNAT) as their first priority and the activities of school administrators as their last. The same could be said about the training activities of the centres. While 50% of the centre personnel mentioned only teachers, school administrators and other educational personnel as their prime targets, the other half of the respondents gave equal priority to educational personnel and various community members as far as the training activity of the centres is concerned.

MICROFILMED FROM
BEST AVAILABLE COPY

..../29.

On the other hand contrary to the apparent confusion on the research objectives of TRCs among centre personnel as can be inferred from the annual reports that are submitted to the Curriculum Research and Development Division (CRDD), all centre personnel in this study but one seemed to fairly understand this objective. All respondents overwhelmingly gave first priority to curricular and instructional researching. But this is what they said: What they practically do on the basis of this understanding can tell more whether they understand this objective or not. On the other hand for almost all centre personnel instructional materials preparation means preparing only teaching aids. Not a single respondent mentioned written materials such as handbooks, guides, text or any other as materials falling within this domain. This is a serious misconception.

WHAT DO THE INTERVIEW REVEAL?

PROCEDURE AND STEPS IN THE PREPARATION OF MATERIALS:

Perhaps one of the most important findings in this study is the way teaching aids are prepared. All respondents from both centres stated that teaching aids are prepared as they are felt necessary and useful for teachers. All teaching aids available in the centres have been prepared in this way. Asked about the steps involved in the preparation of teaching aids some said that there is only one step i.e. reproducing, illustrations, diagrams, figures and charts from textbooks and teachers' handbooks.

.../30...

MICROFILMED FROM
BEST AVAILABLE COPY

Steps that are considered necessary and which one would expect to be followed in the preparation of teaching aids by institutions of professional responsibilities such as TRCs seemed to be unknown to all centre personnel.

INVENTORY:

An inventory of all items produced in the centres was taken. This has to be done alone because, there is no system of recording the materials produced or available in the centres. Nevertheless, about 45 different items were recorded at the Koforidua centre. Of these 27 or 60% were items that did not have immediate instructional relevance. At Akim Oda centre a total of 28 different items were recorded, 36% of these were classified as non-educational. Those items that were classified as materials of instructional value were exclusively teaching aids, most of them being concrete objects ranging from animal models to a simple projector. Of the 75 items produced in both centres, there was only one written material containing instructions and illustrations of how to make certain items. On the other hand the items that were categorised as non-educational varied from trays made of papier mâché raffia to local metal stoves. These items have been produced on the assumption that they can serve as demonstration items for the introduction and development of appropriate technology - an idea in harmony with one of the objectives of T.RCs. However, it was observed that almost all the items produced in the centres were solely kept in the classrooms deteriorating and gathering dust at each passing day.

BUILDING DESIGN:- Buildings housing these two centres have been defferently designed. Each centre has its own library, display room, store-room, office and workshop.

MICROFILMED FROM BEST AVAILABLE COPY

This means theoretically both centres meet the minimum building design requirement as envisaged. However, at Akim Oda centre there is one table, four or five chairs, and two shelves with a handful of old books at the corner of the main hall to serve as a library.

THE APPLICATION OF THE INDIVIDUAL PRESCRIBED INSTRUCTION (IPI) MODEL TO EVALUATE THE WORK OF THE CENTRES:

The evaluations, both objective and subjective that have been made so far in this study have attempted to look into some of the components of the programme. But they all fall short of systematically analysing the essential components of the centres' work. The IPI Model of systems analysis was therefore used to obtain objective data by evaluating the annual work plans of the centres. Every activity has been broken down into its essential elements in as much as this has been indicated or as can be inferred from official documents.

Basically, the IPI model points out the significance of formative evaluation. As can be observed in appendices IV and V most of the elements that should go into such components are not indicated. In most cases objectives or goals are either vaguely stated or not indicated at all. With the exception of the financial inputs, what resources are necessary for achieving the goal, don't not be entered under the plan column, the same could be said of the operation and assessment components. Generally speaking, therefore centre personnel do not seem to know in detail what should go into each component.

../32...

MICROFILMED FROM
BEST AVAILABLE COPY

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY:

Those responsible for education make decisions that affect educational programmes. But to make a decision, one must know how the programme is being implemented and must take stock of progress as the programme is under way. At every stage of programme implementation there must be continuous follow-up. Unless this is done it will be too late to take corrective measures because resources and time would have already been wrongly used. Programme implementors and operators alike must be able to see and understand the shortcomings and the course of development of the programme before the gap widens.

This study has been an evaluation of the work of two Teachers' Resource Centres in Ghana. The primary purpose of the study has been to determine the accessibility, adequacy and relevance of the centres' materials and facilities to teachers' instructional and professional needs. An attempt has also been made to find out whether the professional and academic composition of centre personnel are suitable or not; whether centre personnel closely understand the objectives of the [illegible] programme and to use the CIT Model in the evaluation of the work of the centres.

The two centres have been selected through the stratified random sampling method. It comprises four Schools, 4 centre personnel and some staff members of the Curriculum Research and Development Division have been involved in the study. To gather data from each group of people in an organised way, interviews and questionnaires have been administered.

MICROFILMED FROM
BEST AVAILABLE COPY

.../33..

To supplement these data, personal observation by the writer has been used wherever the need arose. The data were processed in two ways. Questionnaire data from teachers were quantified and turned into numerical values. Data gathered through interview were summarized into general statements while data gathered through observation were used to verify other data.

The analysis of teachers' responses to the questionnaires indicated that the majority of teachers had never been to the centres. Almost all of these teachers said that they had not been informed about the services and facilities provided by the centres and that was one of the main reasons why they had not gone to the centres. However no differences were found between teachers from the two districts and from the different Schools as far as teachers' use of the centres' facilities are concerned, although Senior Secondary School teachers as a group were the least to make use of the facilities offered by the centres. The variety and relevance of centre materials were described as "Fair" and "Good" respectively by the majority of the respondents who have visited the centre.

An analysis of centre personnel's responses to questions relating to the objectives and functions of T.R.Cs. indicated that apparently all centre personnel seemed to understand them fairly well. But at least as much as half of them did not give first priority to the objective they considered most important.

..../34...

MICROFILMED FROM
BEST AVAILABLE COPY

Materials were produced as they were felt necessary by centre personnel and there seemed to be no due consideration given to important procedures of material development and characteristics such as suitability, durability and educability. Most centre materials did not have immediate instructional relevance. But the content of those which had direct instructional value was relatively good as evaluated by most of the teachers.

CONCLUSIONS:

Several possible conclusions can be drawn from the results of this study. It can be safely concluded that both centres were extremely under-used. Their services and facilities were unknown to most of the teachers. By and large, the centres seemed to have failed to integrate themselves with the Curriculum. Neither ideas nor materials from both centres have been adequately disseminated into school system. Generally centre personnel did not see, to know exactly what their task should be. Work in the centres look disorganised and full of uncertainties, centre personnel did not produce consistent programmes of action. Their activities seemed to be more diffused and less supportive to the work of teachers in the classroom.

Financial and administrative problems, lack of enthusiasm among centre personnel and most importantly lack of clear cut guidelines as to what the immediate and specific functions of the T.C. should be, have adversely affected the work of these two centres. In short the two centres have not achieved their goals satisfactorily and would remain isolated and under-used unless some steps were taken in the immediate future.

.../35...

MICROFILMED FROM
BEST AVAILABLE COPY

RECOMMENDATIONS:-

The following recommendations can be made from the data analyzed in this evaluation.

1. THE NEED TO SPREAD THE INFORMATION:

Basically Teachers' Resource Centres have been set up to serve teachers - making available facilities, services and equipment to meet the various instructional and professional needs of teachers. However, in this study it has been empirically established whatever facilities and services were available in the centres, they were not within the reach of teachers, not because the teachers could not afford, but because teachers were not aware of them.

It is not compulsory for teachers to go to the centres and make use of the facilities there. Rather, they must be informed and convinced of the benefit that would accrue to them. On the other hand it is incumbent upon the centre personnel and those above to spread and propagate the concept first. This is the minimum and the first task of people charged with the management of resource centres. Unless teachers are well informed and motivated, the centres will remain under-used. It is not enough that teachers know that such a centre exists in their station or even in the very school where they teach. What really matters is whether they are resource-centre conscious or not. They must be induced to the use of the resources available in the centres, they must not be preached or harangued at.

Teachers must understand the advantage and be willing to take this advantage. Otherwise there is little or no use in setting up a resource centre if it is not going to be used extensively by teachers.

MICROFILMED FROM
BEST AVAILABLE COPY

..../36..

Teachers' use of the centres' resources is very crucial for further expansion and development of the whole TRC strategy of education before. It is from the consumers of the services and facilities of the programme, that basic information for evaluation is obtained. Teachers' opinions, constructive criticisms and recommendations form the basis for change and improvement. It is those for whom the service is provided that can tell and point out the problems. And for us to be able to pin-point such problems and loopholes and for the information to be valid, most teachers must visit and foremost make use of or consume the services and facilities. In short without information from adequate number of teachers who actually use what is offered by the programme, the evaluation cannot be adequate and without adequate evaluation improvement and further development will be [illegible] the number of teachers who actually use the facilities and therefore who can give constructive criticism and genuine information [illegible] is practically insignificant. This does not preclude one from suggesting [illegible] the basis of the evidences gathered. The fact that teachers are not using [illegible] an adequate evidence to suggest that the services of centre personnel should be [illegible] guide teachers on the use of the [illegible]

CENTRES MATERIALS AND TEXTS [illegible] by teachers and confirmed by [illegible] centres produce quite a number of [illegible] adequately related to the curricula [illegible] duction of a considerable number of [illegible] not of immediate instructional value [illegible] of which are very expensive must be critically or [illegible]

MICROFILMED FROM BEST AVAILABLE COPY

TRCs cannot be production centres or consumer goods at least at the present nor should they publicise a technique or a product that is already in use do now Pertaining to the question of educational material centre personnel must be aware that teaching aids are not the only materials necessary in the teaching learning process. At present practically all educational materials produced in both centres are teaching aids. It is hightime this misconception is avoided. In the preparation of materials it must be clear to centre personnel that it helps nobody to produce materials which have not been demanded. The materials available at both centres have been produced simply because centre personnel thought they were necessary. They may be necessary, but they may not be used. This is the situation in both centres. Again the question of extensive teachers' use the centres' facilities and resources becomes important. If teachers are not aware of the centres, then the centres must ascertain their existence by creating this awareness. Also in the preparation of materials centre personnel must be aware of the need to follow certain steps or phases. A material should not be produced just in one stroke, it must be developed, and tried. Its suitability, durability and adaptability must be evaluated through field trial. Then on the basis of the feedback obtained it will be improved and can then be used as a model to be disseminated into the school system. Even then there must be room for manipulating different alternatives to meet particular situations. A centre personnel must not produce materials solely on the basis of his own imagination. The opinion and suggestions of teachers who are actually going to use the material in a concrete situation, should constitute one of the most important ingredients. This is absolutely lacking in the work of the centres.

MICROFILMED FROM BEST AVAILABLE COPY

..../38...

QUALITIES OF LEADERSHIP ARE NEEDED IN THE PEOPLE WHO MANAGE OUR RESOURCE CENTRES:

Resource centres are as effective or dormant as the people who run them. First of all people must be committed. It is absolutely necessary that those who work in the centres must feel responsible for both the failure and success of the programme. This is not preaching. Nor is it special to people associated with directing resource centres. But I think there is cause for worry in this study. Most centre personnel feel frustrated for reasons already mentioned in the previous chapter. Secondly most centre personnel spend a considerable part of their average working day outside the centres although this may not be of their own choice. But the point is, one will be less resistant and more susceptible to accept instructions that will take him away from his job. I am not arguing that one should not accept instructions from his superior. No, this is impractical and wrong. What I am saying is that if one is not committed to his job, he will not present convincing reasons to have the instruction reversed. He will be easily influenced and will go away from his centre at the slightest pretext. It is unfortunate that this is the tendency among some of the centre personnel. Secondly, centre personnel must be competent. An evaluation by teachers and confirmed by themselves, centre personnel need further education in the field in which they are not competent. They also need training within the context of life-long education. This means they must be up-dated and provided with opportunities for further professional growth. They must have the capacity to offer leadership in motivation, utilization and experimentation in the use of materials for teaching and learning.

MICROFILMED FROM BEST AVAILABLE COPY

.../39..

But they, themselves, must be first motivated before they can be expected to motivate people. At present they feel they are less rewarded, and therefore become less enthusiastic in their work. This has a decision implication for higher authorities. Thirdly centre personnel must be more systematic and organized in their work than they are now. They must design a system of recording their materials. I think in the management of resource centres what facilities; collections of materials; equipment and devices are available must be registered so that those who want to use them have a quick reference. At present the centres do not keep an inventory of their items. In drafting their annual work plans, centre personnel must show imagination and use sound judgement. The programmes they plan must be achievable. They must also develop the habit of evaluating their work. This is a serious handicap of the centre personnel. Without constant evaluation one is likely to fail to grasp the right method of doing things. People must see their errors in order not to repeat the same errors and to do things in the right way. I must however, be frank to point out that the habit of evaluating one's work is also lacking or is at least inadequate among us people in the department. Usually the Curriculum Research Division carries out yearly inspection of the TRCs throughout the country. But is this kind of evaluation adequate? Certainly the task of carrying out a comprehensive indepth evaluation of all the centres throughout the country may be difficult. But a sort of systematic evaluative evaluation can be undertaken.

.../40..

MICROFILMED FROM
BEST AVAILABLE COPY

Finally, the production and utilisation of centre materials deserves a special attention. In view of the lack of financial resources there is tacit consent among higher TRC authorities and those who work in the centres in allowing the production of items for sale to augment the income of the centres. On this pretext, many centres produce articles for sale to the neglect of the production and provision of educational materials and facilities respectively. But producing items purely for sale cannot and should not be one of the objectives of TRCs. The prime objective of TRCs must always be providing educational services and facilities. However, items produced by TRCs can be used on two levels so that the prime objective is achieved and the financial problem is partly solved. To illustrate this idea, let us consider the production of a simple electric stove, a very common item in the centres. The science teacher who may be teaching about heat, electricity and resistors etc. can use the simple centre-made electric stove in his lesson. This is the first level of utilisation. After being used as a teaching aid, the stove may be sold and the money obtained can thus be used to buy other things. This is the second level of utilisation. This practice is not a new one as some schools have been doing it for a long time. But it has so far been limited to needle work products. TRC personnel should therefore explore the possibilities of producing items that can be used for educational purposes as well as for obtaining some financial resources for the centres.

MICROFILMED FROM
BEST AVAILABLE COPY

APPENDIX I

Questionnaire Administered To Teachers

The following questionnaire has three sections. You are kindly requested to freely answer all the questions under each section. You will not be punished for your responses whatsoever.

Section 1

This Section deals with problems you might face when you want to make use of the center's resources and facilities. For items under questions 2, 3 and 4 put √√, √, √ and X marks in the blank spaces to indicate whether you completely agree, agree, partly agree and disagree with each of the statements.

1. _____ Have you ever been to the centre on your own? (Yes or no).

2. If your answer is Yes, what was your purpose?

_____ (a) To prepare instructional materials/teaching aids.

_____ (b) To seek professional advice/discuss problems, etc.

_____ (c) To make references or reading related to my instructional objectives.

_____ (d) To meet teachers from other schools and discuss and exchange ideas, views and share experiences with them.

_____ (e) To read and study for my own professional growth.

3. If your answer is No, which of these do you think is/are the most important reason?

_____ (a) I do not know such educational services and facilities offered by the Centre.

_____ (b) I do not think the professional and academic competencies and skills of the centre's staff are adequate to be any help to me.

_____ (c) I do not consider it necessary to spend time there because I have what and how I should teach.

_____ (d) I do not have time to go there, because the centre is too far.

BEST COPY

you may consider the initiative of the centre personnel. Using the above marking system indicate your agreement or disagreement with the following statements.

_____ (a) The centre supervisor/senior technician give orientation and guidance and encourages teachers to use the centres facilities and services.

_____ (b) The centre supervisor/senior technician involves teachers and participates with them in the preparation of materials.

_____ (c) The centre supervisor pays frequent visits to the school where I teach.

Section II

This section concerns itself with the materials and equipment available in the centre. You are to use the following evaluation ratings by means of the scale defined below.

5. If the provision is Excellent.
4. If the provision is Very Good.
3. If the provision is Good.
2. If the provision is Fair.
1. If the provision is Poor.
0. If the provision is Inadequate Poor or Nil.

Using the above rating scale, indicate your opinion by putting the number in the space provided.

_____ (a) Variety of materials in the centre.

_____ (b) Duplicating materials.

_____ (c) Materials for basic information.

_____ (d) Materials for supplementary information.

_____ (e) Materials for depth.

_____ (f) Materials for enrichment.

_____ (g) Relevance of the contents of the above materials for your classroom teaching/learning needs.

_____ (h) How adequate is the availability of audio, visual and audio visual aids.

_____ (i) Availability of other teaching aids such as charts, maps, models, and other materials.

BEST COPY

_____ (j) Adequacy and availability of projecting equipment.

Section III Centre Personnel.

Using the same rating scale put in the number against each of the statement which you think describes best the centre supervisor.

_____ (a) He shows genuine liking for his job.

_____ (b) Knows his job and performs his duties deligently.

_____ (c) He works and encourages teachers to make use of centre's facilities.

_____ (d) He provides adequate information about the centre.

_____ (e) He carries on an effective program of activities in the centre and is available for consultation.

_____ (f) He has adequate professional and academic competencies and skills.

_____ (g) He keeps accurate and up-to-date records and information about the centre's facilities.

_____ (h) He maintains effective relationship with teachers.

_____ (i) He exercises good leadership and initiative.

_____ (j) He coordinates services with other sources eg. other centres, agencies or libraries.

BEST COPY

Questionnaire Administered to centre personnel.

Position.....Zone.....

The following questionnaire has two parts. You are kindly requested to answer the questions freely.

Section 1. Accessibility of Centre Facilities and Services to Teachers.

Answer the questions by putting a tick (√) mark in the space which you think is appropriate.

		Yes	No
1.	Is the centre mostly open before the beginning of the daily school programme?		
2.	Is the centre open continuously throughout the day?		
3.	Does the centre remain open after school hours?		
4.	Does the centre remain open continuously on Saturdays?		
5.	Is the centre open only during office hours?		
6.	Does the centre remain open during extra-office hours on teachers demand?		
7.	Are centre materials available for teachers on loan system?		
8.	Can teachers use centre facilities for producing their own items?		

9. Approximately what percent of your average working day do you spend in the centre?

10%	30%	75%	Over 75%

10. How would you rate your visit to the centre in your area?

Very Satisfactory	Satisfactory	Satisfactory	Very Satisfactory

Section II. TRC Objectives And Functions

The four major objectives and seven functions of TRC's are: Co-ordination, Instructional Materials Development and Distribution, Teaching, Planning and Training. Please answer the questions and relate each

Open Copy

1. **Coordination.** What activities do you think you should coordinate? List them according to their order of importance.

.....

.....

.....

.....

2. Instructional Materials Preparation and Distribution is the second function of your centre. What does this mean to you? Please be specific.

.....

.....

.....

.....

3. Researching is the third major area of activity of TRC's. Please list down the most important research objectives of TRC's.

a.....

b.....

c.....

d.....

e.....

4. Relating to the fourth function of TRC's. List down the people you would give priority in this field.

a.....

b.....

c.....

d.....

e.....

MICROFILMED FROM
BEST AVAILABLE COPY

Position.....Zone.....

Interview questions with centre personnel.

The following are free response questions. You are kindly invited to respond freely to each question.

1. In the preparation of instructional materials or teaching aids what steps do you follow?

a..... b.....

c..... d.....

e..... f.....

2. Were the teaching aids produced in this centre demanded by teachers or were they simply produced because you thought they are necessary.

.....

.....

.....

.....

3. When you prepare a teaching aid what important factors do you consider?.....

.....

.....

4. Do you think there are [illegible] adequately capable of fulfilling the [illegible]

.....

.....

.....

5. Do you feel [illegible]

.....

.....

.....

6. How frequently do teachers visit your centre?

.....

.....

.....

7. What do you think are the most important reasons why teachers visit your centre?

MICROFILMED FROM BEST AVAILABLE COPY

8. What reasons would you give Why teachers do not frequently visit your centre?

9. In your opinion, what are the major obstacles your centre is facing in accomplishing its objectives?

MICROFILMED FROM
BEST AVAILABLE COPY

APPENDIX XV

THE TOOL USED IN THE EVALUATION OF THE 1979 WORK OF THE ODA CENTRE

GOALS	PLAN	OPERATION	ASSESSMENT
rain 54 Pupil Teachers ose of training not cated.	i/ Total expenses £1,000. ii/ No breakdown of items or activities that incure this expense and other inputs or resources used indicated	Divide participants into 4 groups and organize a 5-day seminar for each group at a turn.	Of the 54 Pupil Teachers only 43 took part. Time and financial constraints being the most important reasons.
rain 70 School Resource-entre Heads so that they be able to introduce propagate resource con-consciousness amongst rs.	i/ Financial Input - £1,500. ii/ The same as above.	Organize 15-day Workshop	Executed as planned, but only 42 teachers participated, and only 11 of them have established resource centres in their respective schools.
rain 70 teachers. ose not indicated.	i/ £1,500 to be used. ii/ The same as above	Divide participants into 5 groups and organize an 8-day Workshop for each group at a turn.	Not executed.
rain unspecified num-of teachers (Vocation-nd technical) from 8 ols. Aim not stated.	i/ Financial expenses £1,000 ii/ The same as above.	Divide participants into 3 groups and organize an 8-day Workshop for each group at a turn.	
rain 750 Primary Sch. ls for unspecified	i/ Financial input £2,500 ii/ The same as above.	Divide pupils into groups of 50 and conduct 37 consecutive seminars each lasting 5 days.	
rain 150 Junior Secon-school pupils to be to do socially use-labour.	i/ Financial input £1,500. ii/ The same as above	Pupils to be divided into 3 groups. Duration and strategy of training not known.	

58

59

BEST COPY

GOALS	PLAN	OPERATION	ASSESSMENT
o give orientation to no-pecified number of women's nd youth organizations on he propagation of conven-ional objective "maximum or production." Specific im not clairfied.	i/ Financial Input - [illegible] ii/ The same as above.	Conduct seminar for undefined duration.	
o produce and publish a i-annual centre journal to ublicize new findings and esearch results of the entre.	i/ Financial Input - £2,000 ii/ The same as above.	Nothing indicated	
o buy books, journals, eriodicals, and magazines o enrich library collec-ions.	i/ Financial Input - £3,000 ii/ Contribution from organiza-tions, societies and private citizens.	The same as above.	

BEST COPY

BIBLIOGRAPHY

1. The British Council. Teachers' Centres. Education Information Pamphlet. U.K. : Education and Science Division.

2. Howes, Hugh. Curriculum and Reality in African Primary Schools. Bristol: Longman Group Ltd. 1979.

3. Landsheere Viviane De. "On Defining Educational Objectives" Evaluation in Education: International PROGRESS. Vol. 1: No.2. New York: Pergamon Press Inc. 1977.

4. Mackenzie, Norman: et al. Teaching and Learning: An Introduction to New Methods and Resources in Higher Education. Paris: UNESCO and International Association of Universities 1970.

5. Ministry of Education; Awasa Pedagogical Centre: What it is and How it operates. Addis Ababa Curriculum and Supervision Department, 1980.

6. Awasa Pedagogical Centres: Handbook. Addis Ababa: Curriculum and Supervision Department, 1977.

7. Noval, Joseph D. Facilities for Science Teaching. Washington: 1978.

8. Whitehouse, Carolyn L. "The Instructional Materials Centre: A Changing Concept" Learning Resource Centres: Selected Readings; Neville P. Pearson and Lucille Lucius.

MICROFILMED FROM BEST AVAILABLE COPY

CURRICULUM DIVISION,
GHANA EDUCATION SERVICE,
P. O. BOX 2739,
ACCRA.

2nd September, '82

Dear Sir/Madam,

RESEARCH PROJECT - CONTRIBUTION OF TEACHERS' RESOURCE CENTRES TO THE IMPROVEMENT OF PRIMARY EDUCATION IN GHANA.

Mr. Bafour Kyei-Anti, a post graduate student of the African Curriculum Organisation, Kenya Institute of Education, Nairobi is conducting a study into the above subject.

.... Resource Centre/School falls within the sample institutions he would like to examine. He will be visiting your institution sometime this term to collect the information he requires.

It would be appreciated if you would make available to him any documents you have on Teachers' Resource Centre from 1975 to date.

Thanking you for your co-operation.

Yours faithfully,

DIRECTOR/CRDD

THE ASST. DIRECTOR/INCARTEACHER,
.....
.....
.....

MICROFILMED FROM
BEST AVAILABLE COPY